



INDONESIAN: SECOND LANGUAGE

ATAR course examination 2023

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One
Response: Viewing and reading

40% (46 Marks)

Text 1: Image

Question 1

(4 marks)

Answer Question 1 in **English**.

Complete the table with information provided in the first paragraph of the text.

| Description | | Mark |
|---|---|----------|
| Outline the type of work being done by the Indonesian government. | For copyright reasons this text cannot be reproduced in the online version of this document | 1 |
| List two examples of where the work is being done. | | 1–2 |
| State one reason why the work is important. | | 1 |
| Total | | 4 |

Question 2

(4 marks)

Answer Question 2 in **English**.

Identify the following benefits of digital technology for the communities referred to in the text.

| Description | | Marks |
|--|---|----------|
| A benefit of chat groups | For copyright reasons this text cannot be reproduced in the online version of this document | 1 |
| An advantage of online reporting of emergencies | | 1 |
| A way in which people's income can be increased | | 1 |
| An advantage of digital technology for education | | 1 |
| Total | | 4 |

Question 3

(6 marks)

Answer Question 3 in **Indonesian**.

Apart from *WhatsApp*, some other types of apps are mentioned in the text. Choose **two** of the other types of apps and explain how they could enrich the lives of people in these particular areas. Include:

- **one** benefit of using each app
- **one** example of how each app can be used.

| Description | Marks |
|---|----------|
| For each app identified (2 x 3 marks) | |
| Explains in accurate and comprehensible Indonesian the following points: <ul style="list-style-type: none">• type of app and/or the name of the app• one benefit of using the app• one example of how the app can be used | 3 |
| Describes mainly accurately and comprehensibly with minor errors that do not affect meaning. Some items of required information may be incomplete | 2 |
| Statements are unclear at times with significant inaccuracies and/or limited language range. Limited information is provided | 1 |
| Total | 6 |

Text 2: Article

Question 4

(8 marks)

Answer Question 4 in **English**.

- (a) Apart from buying packaged water, identify **one** other method by which Indonesian people ensure they have safe drinking water, according to the text. (1 mark)

| Description | Marks |
|---------------------|----------|
| boiling (tap water) | 1 |
| Total | 1 |

- (b) Summarise the **two** main problems with packaged water that have been found to cause risks to health, according to the text. (7 marks)

| Description | | Marks |
|---|---|----------|
| Problem one: | | |
| What does the water contain? | bacteria/bacterial contamination | 1 |
| How does the problem occur? | Insufficient/inadequate cleaning/washing (of containers/bottles) | 1 |
| What type of health problem is caused? | gastro-intestinal/digestive/digestion infections/illness/sickness | 1 |
| Who are most at risk from the health problem? | babies/infants and children | 1 |
| Subtotal | | 4 |
| Problem two: | | |
| What does the water contain? | chemicals/chemical compounds/materials/substances (from oil-based plastics) | 1 |
| How does the problem occur? | the plastic degrades/chemicals leak into the water | 1 |
| Who are most at risk from the health problem? | mothers/women | 1 |
| Subtotal | | 3 |
| Total | | 7 |

Question 5

(2 marks)

Answer Question 5 in **English**.

Outline **two** ways in which consumers are influenced in their choice of drinking water, according to the text.

| Description | Mark | |
|---|------|----------|
| Any two of: | | |
| <ul style="list-style-type: none"> • advertising/promotion (of bottled/package water) • bottled/package water is available everywhere • (the consumption of) bottled water as a global trend | 1–2 | |
| Total | | 2 |

Question 6

(3 marks)

Answer Question 6 in **English**.

Explain the problem concerning Indonesian health laws and what the government should do about it, according to the text.

| Description | Marks |
|---|----------|
| (Indonesian) health laws (about drinking water quality) are not well/properly/sufficiently enforced/carried out/implemented | 1 |
| the government must monitor the (health) laws | 1 |
| the government must (regularly) check cleanliness (standards) at water depots/factories | 1 |
| Total | 3 |

Text 3: Article

Question 7

(7 marks)

Answer Question 7 in **English**.

- (a) State the purpose of the projects that have been supported under the IA-CEPA Agreement between Australia and Indonesia, according to the text. (1 mark)

| Description | Marks |
|--|----------|
| Any one of | |
| <ul style="list-style-type: none"> (to develop) economic cooperation/collaboration/relationship (between Indonesia and Australia) to develop/build understanding between two countries | 1 |
| Total | 1 |

- (b) Identify the following information given in the text about the new program. (5 marks)

| Description | Marks |
|--|--|
| What can Australian and Indonesian businesses do under this program? | <ul style="list-style-type: none"> send each other/exchange an employee/s to work for six months 1–2 |
| Identify two skills that the participants will develop during the program | <ul style="list-style-type: none"> work/workplace skills cultural skills/competency 1–2 |
| What will participants receive after completing the program? | a (complete) reference/letter about skills and knowledge 1 |
| Total | 5 |

- (c) Outline **one** example of the kind of organisations that can participate in the program. (1 mark)

| Description | Marks |
|---|----------|
| Any one of: | |
| <ul style="list-style-type: none"> has a branch or affiliate/affiliation in both Australia and Indonesia is a member of/has joined a business association with branches in both Australia and Indonesia (e.g. Australia-Indonesia Business Council) | 1 |
| Total | 1 |

Question 8**(2 marks)**

Explain how participants can gain extra qualifications while engaged in the program.

| Description | | Marks |
|--|--|--------------|
| by doing a course/training (while on exchange) | | 1 |
| (either) at the workplace or outside it | | 1 |
| Total | | 2 |

Question 9**(2 marks)**

Identify the responsibilities of the organisations involved in the program by outlining each of the following.

| Description | | Marks |
|---------------------------------------|---|--------------|
| What both organisations must do | agree on the position, funding, skills and training | 1 |
| What the hosting organisation must do | facilitate the visa and support from the ministry/government in its own/their country | 1 |
| Total | | 2 |

Question 10

(8 marks)

Answer Question 10 in **Indonesian**.

Write an informal message to an Indonesian friend encouraging them to apply for this program. Include in your message:

- why you believe your friend meets the **four** requirements for participants
- **two** benefits that your friend would receive from the program.

Write approximately 100 words in **Indonesian**.

| Description | Marks |
|--|----------|
| Content | |
| Writes a clear and well-structured message with the following details: <ul style="list-style-type: none"> • why they believe your friend meets the four requirements (age, employment, language capability, qualifications) • two benefits that their friends would receive from the program (e.g. develop workplace/cultural skills, develop language skills, improve career prospects) | 3 |
| Writes a message including most of the information required | 2 |
| Includes limited information relevant to the question | 1 |
| Includes no relevant information | 0 |
| Subtotal | 3 |
| Language use | |
| Uses a range of appropriate language (vocabulary, expression, syntax and grammar) with a high degree of accuracy. Chooses language to suit the audience (a friend) and the purpose (encouraging) | 3 |
| Uses a range of language appropriately and with good control. Occasional errors of word choice or grammar do not affect meaning or flow | 2 |
| Uses simple language and communicates meaning. Choice of grammar, vocabulary and syntax can make writing repetitive or awkward | 1 |
| No evidence of appropriate language | 0 |
| Subtotal | 3 |
| Conventions of text type | |
| Uses informal salutations and pronouns appropriate for a message to a friend | 1 |
| Does not observe the conventions of a message | 0 |
| Subtotal | 1 |
| Organisation | |
| Sequences and links information clearly. Provides context for writing relevant to the purpose of the message, with approximate word count | 1 |
| Limited organisation impedes flow and reduces effective communication of details. No evidence of sequencing ideas | 0 |
| Subtotal | 1 |
| Total | 8 |

Section Two
Written communication

60% (55 Marks)

Part A: Stimulus response

25% (15 Marks)

Text 4: Blog post**Question 11****(15 marks)**

Write a short article for an Indonesian school magazine suggesting how students can balance the positive and negative aspects of gaming. Include in your article:

- comments on the ideas in the text
- a description of what you know and feel about the positive and negative aspects of gaming
- suggestions about how students can balance these positive and negative aspects.

Write approximately **150** words in **Indonesian**.

| Description | Marks |
|---|----------|
| Content and relevance of response to the stimulus text | |
| Provides detailed content that relates to the information in the blog post by: <ul style="list-style-type: none"> • commenting on the ideas in the text • describing what they know and feel about the positive and negative aspects of gaming • suggesting how students can balance these positive and negative aspects of gaming | 4 |
| Includes most of the content required and relates it to the blog post. Provides some elaboration | 3 |
| Includes some content related to the blog post. Provides little elaboration | 2 |
| Gives very limited examples, and may not refer to the blog post | 1 |
| No elaboration or examples to answer the question | 0 |
| Subtotal | 4 |
| Grammar | |
| Effectively uses a range of grammar and complex sentence structures. Clearly uses paraphrasing when referring to the stimulus text | 3 |
| Uses a range of grammar and sentence structures with occasional influence of the syntax of another language. Some paraphrasing is used when referring to the stimulus text | 2 |
| Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language. Little or no evidence of paraphrasing | 1 |
| No evidence of appropriate grammar and sentence structures | 0 |
| Subtotal | 3 |
| Vocabulary | |
| Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required | 2 |
| Adequate command of basic vocabulary, but relies on repetitive use of this basic vocabulary | 1 |
| Insufficient command of basic vocabulary | 0 |
| Subtotal | 2 |
| Accuracy (grammar, syntax and spelling) | |
| Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow | 2 |
| Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward | 1 |
| No evidence of application of rules of grammar | 0 |
| Subtotal | 2 |

Question 11 (continued)

| Conventions of text type | |
|---|-----------|
| Uses the key conventions of an article, including introduction and conclusion, paragraphing and appropriate register to address the purpose of writing and the audience | 2 |
| Uses some of the conventions of an article. Generally, uses a register appropriate to the purpose of writing and the audience | 1 |
| Does not observe the conventions of an article. Shows lack of awareness of the audience or the purpose for writing | 0 |
| Subtotal | 2 |
| Organisation | |
| Sequences information coherently and cohesively. Provides context for writing relevant to the article, with approximate word count | 2 |
| Limited organisation at times compromises flow and understanding | 1 |
| No evidence of sequencing ideas | 0 |
| Subtotal | 2 |
| Total | 15 |

Part B: Extended response

35% (40 Marks)

Question 12

(20 marks)

You are writing a speech for an Indonesian language competition. You aim to persuade your audience that Indonesian entertainment is enjoyable and can also improve their understanding of Indonesian culture and identity. Write the script and include:

- **two** examples of online sites that offer Indonesian entertainment and how to access them
- **two** genres of Indonesian entertainment that Australians would enjoy
- **two** examples of how you personally have improved your understanding of Indonesian culture and identity through Indonesian entertainment.

| Description | Marks |
|---|----------|
| Content and relevance | |
| Writes a clear and informative speech script with detailed information, thorough elaboration and clearly expressed opinions and ideas. Includes: <ul style="list-style-type: none"> • two examples of online sites that offer Indonesian entertainment and how to access them • two genres of Indonesian entertainment that Australians would enjoy • two examples of how they personally have improved their understanding of Indonesian culture and identity through Indonesian entertainment. | 6 |
| Includes most of the information required. Provides some information and opinions but some information may lack structure or thorough elaboration | 5 |
| Content is relevant and covers a range of aspects and information with some elaboration | 4 |
| Uses content which is generally relevant, but may be brief. Attempts to elaborate on information | 3 |
| Content is very brief and information may be irrelevant to the question. Very little elaboration is given | 2 |
| Provides content that is extremely brief and/or has little relevance to the question | 1 |
| Provides insufficient content to answer the question | 0 |
| Subtotal | 6 |
| Grammar | |
| Effectively uses a range of grammar and complex sentence structures | 3 |
| Uses a range of grammar and sentence structures with occasional influence of the syntax of another language | 2 |
| Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language | 1 |
| No evidence of appropriate grammar and sentence structures | 0 |
| Subtotal | 3 |
| Vocabulary | |
| Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required and includes a range of tenses and linking words | 3 |
| Adequate command of vocabulary and word choice appropriate to question | 2 |
| Relies on the repetitive use of basic vocabulary | 1 |
| Insufficient command of basic vocabulary | 0 |
| Subtotal | 3 |
| Accuracy (grammar, syntax and spelling) | |
| Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow | 3 |
| Uses language mostly accurately. However, errors interfere with the flow of a phrase or sentence | 2 |
| Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward | 1 |
| No evidence of application of rules of grammar | 0 |
| Subtotal | 3 |

Question 12 (continued)

| Conventions of text type | |
|---|-----------|
| Uses all the key conventions of a speech script including: <ul style="list-style-type: none"> • introduction of self and topic • use of formal language • personal perspectives • conclusion • thank you to audience | 2 |
| Uses some of the conventions of a speech script. Generally, uses register appropriate to the purpose of writing and the audience | 1 |
| Does not observe the conventions of a speech script. Shows lack of consideration of the audience or the purpose for writing | 0 |
| Subtotal | 2 |
| Organisation | |
| Sequences information coherently and cohesively, with approximate word count | 3 |
| Some sequencing and paragraphing is evident. Connections are simple and straightforward | 2 |
| Limited organisation impedes the flow and understanding. Connections between the ideas are sometimes unclear | 1 |
| No evidence of sequencing ideas | 0 |
| Subtotal | 3 |
| Total | 20 |

Question 13

(20 marks)

Write a blog post for an Indonesian teenage audience with the title 'How young people can save the environment'. Include:

- **two** examples of environmental issues in Indonesia and their causes
- **two** suggestions for how young people can help to solve these issues
- **one** reason why young people are important to saving the environment.

| Description | Marks |
|--|----------|
| Content and relevance | |
| The blog post is clear and provides a wide range of detailed and well-supported information including: <ul style="list-style-type: none"> • two examples of environmental issues in Indonesia and their causes • two suggestions for how young people can help to solve these issues • one reason why young people are important for saving the environment | 6 |
| Includes most of the information required. Provides some information and opinions, but some information may lack structure or thorough elaboration | 5 |
| Content is relevant and covers a range of aspects and information with some elaboration | 4 |
| Uses content which is generally relevant, but may be brief. Attempts to elaborate on information | 3 |
| Content is very brief and information may be irrelevant to the question. Very little elaboration is given | 2 |
| Provides content that is extremely brief and/or has little relevance to the question | 1 |
| Provides insufficient content to answer the question | 0 |
| Subtotal | 6 |
| Grammar | |
| Effectively uses a range of grammar and complex sentence structures | 3 |
| Uses a range of grammar and sentence structures with occasional influence of the syntax of another language | 2 |
| Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language | 1 |
| No evidence of appropriate grammar and sentence structures | 0 |
| Subtotal | 3 |
| Vocabulary | |
| Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required and includes a range of tenses and linking words | 3 |
| Adequate command of vocabulary and word choice appropriate to question | 2 |
| Relies on the repetitive use of basic vocabulary | 1 |
| Insufficient command of basic vocabulary | 0 |
| Subtotal | 3 |
| Accuracy (grammar, syntax and spelling) | |
| Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow | 3 |
| Uses language mostly accurately. However, errors interfere with the flow of a phrase or sentence | 2 |
| Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward | 1 |
| No evidence of application of rules of grammar | 0 |
| Subtotal | 3 |

Question 13 (continued)

| | |
|---|-----------|
| Conventions of text type | |
| Uses all the key conventions of a blog post, including: <ul style="list-style-type: none"> • language register appropriate to the audience • personal perspectives and opinions • recognisable introduction and conclusion • paragraphing | 2 |
| Uses some of the conventions of a blog post. Generally, uses register appropriate to the purpose of writing and the audience | 1 |
| Does not observe the conventions of a blog post | 0 |
| Subtotal | 2 |
| Organisation | |
| Sequences information coherently and cohesively, with approximate word count | 3 |
| Some sequencing and paragraphing is evident. Connections are simple and straightforward | 2 |
| Limited organisation impedes the flow and understanding. Connections between the ideas are sometimes unclear | 1 |
| No evidence of sequencing ideas | 0 |
| Subtotal | 3 |
| Total | 20 |

ACKNOWLEDGEMENTS

- Questions 1–2** Answers adapted from: Indonesiabaik.id. (2018). *Manfaat Teknologi Digital Bagi Pendidikan Anak* [Infographic]. Retrieved May, 2023, from <https://indonesiabaik.id/infografis/manfaat-teknologi-digital-bagi-pendidikan-anak-1>
- Question 4** Information from: Camellias. (2022, July 31). *5 Alasan Sebaiknya Anda Tak Terlalu Sering Konsumsi Air Minum dalam Kemasan*. Liputan 6. Retrieved May, 2023, from <https://www.liputan6.com/citizen6/read/5028117/5-alasan-sebaiknya-anda-tak-terlalu-sering-konsumsi-air-minum-dalam-kemasan>
- Information from: Daniel, D. (2022, November 10). Riset prediksi separuh penduduk Indonesia minum air kemasan pada 2026, tapi berisiko tercemar tinja dan mikroplastik. *The Conversation*. Retrieved May, 2023, from <https://theconversation.com/riset-prediksi-separuh-penduduk-indonesia-minum-air-kemasan-pada-2026-tapi-berisiko-tercemar-tinja-dan-mikroplastik-193308>
- Questions 7–9** Adapted from: The Department of Foreign Affairs and Trade. (2023). *Skills Development Exchange*. Retrieved May, 2023, from <https://www.dfat.gov.au/trade/agreements/in-force/iacepa/outcomes-documents/outcomes-skills-development/skills-development-exchange>
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